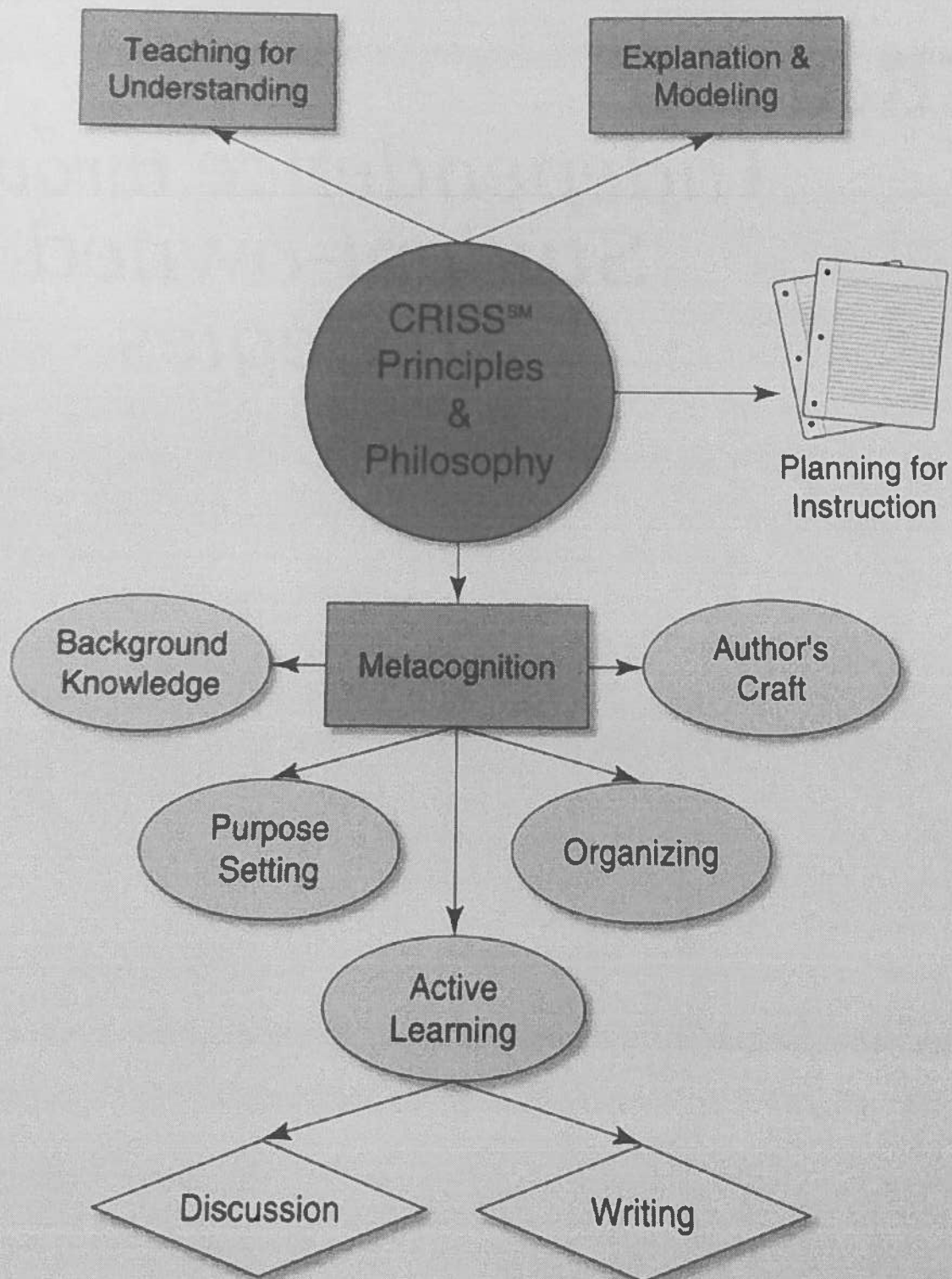


CRISS Active Learning Strategies
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- I. Introductions
- II. Objectives
- III. What is C.R.I.S.S.?
- IV. Metacognition
- V. Framework for Using CRISS
- VI. What does a CRISS classroom look like?
- VII. Activity 1 - Word Splash
- VIII. Activity 2 - ABC Brainstorming
- IX. Activity 3 - Using Images to tell a Story
- X. How can I use CRISS activities in my subject Area?
- XI. Questions

CRISSSM Principles and Philosophy



Elizabeth Jane Cochran, one of fifteen children, was the daughter of Michael Cochran and his second wife. Cochran was the foremost citizen in a town in Western Pennsylvania named after him. Cochran's Mills was Elizabeth's home until she and her mother, after the death of her father, moved to Pittsburgh. Her mother's second marriage was a disaster, and she was abused to the point where divorce seemed the only option. The move to Pittsburgh provided a new start for the family, but there were few financial prospects; Elizabeth helped run a boarding house, but a full-time job eluded her.

Elizabeth's dream was to become a writer and reporter in a profession dominated by men. When she was 19, Elizabeth read a story in the *Pittsburgh Dispatch*, arguing that women belonged in the home and not in jobs that would take work from men with families to support. The article also implied that the brains of females were inferior to those of males. This so angered Elizabeth that she wrote the editor of the paper, George Madden, a blistering reply in a letter that so impressed Madden that he hired her as a *Dispatch* reporter.

She spent most of her time writing for the women's page of the newspaper, and when she asked to write a story about the arcane divorce laws in Pennsylvania, it was decided that readers who knew Elizabeth Cochran might have a problem

believing a young, unmarried woman could understand a great deal about divorce. She WAS given a pen name from a popular Stephen Foster song, *Nelly Bly*. The spelling was changed unintentionally to Nellie, and it stuck. Unable to get the newspaper to give her plum reporting assignments, Nellie Bly headed for New York, where she hoped to land a job as a reporter for one of many newspapers in that city.

Rebuffed initially at every newspaper, Nellie Bly found herself in the office of John Cockerill, managing editor of Joseph Pulitzer's *New York World*. Pulitzer himself was there that day, and asked if she was up to reporting on conditions in the notorious New York mental institution, Blackwell's Island Lunatic Asylum. She accepted the challenge, and was given a small advance and the assignment. Nellie realized the only way to find out what was going on in this insane asylum was to pretend she was truly mad and get committed. It was arranged that after seven days, if she could stay there that long, lawyers from the newspaper would get her out.

Succeeding in convincing the authorities at Blackwell's Island that she was insane, she was admitted to an institution where inmates were beaten, given ice-cold baths, and fed food that Nellie deemed unfit for human consumption. People who were physically ill, but otherwise completely sane, were committed to

Blackwell's Island to get them away from families who no longer wanted to care for them. Nellie Bly survived the appalling conditions at the asylum for ten days, after which the lawyers from Pulitzer's newspaper obtained her release.

Nellie's story appeared in several installments in the *New York World*, and caused a sensation. Letters to the editor came in by the thousands, and politicians and city officials rushed to investigate the allegations and then make changes at Blackwell's Island. Pulitzer and the managing editor, John Cockerill, hired Nellie Bly and gave her a desk at the largest newspaper in the United States. She continued what became a crusade on behalf of the poor and downtrodden, and became famous in the bargain.

She traveled around the country as she profiled leaders like the boxer, John L. Sullivan and Susan B. Anthony, the suffragette. She wrote stories from the vantage point of workers and strikers in major cities, and was a contemporary of another female journalist and crusader, Ida Tarbell (also from Pennsylvania). Nellie's biggest claim to fame, perhaps, was

her trip around the world in an attempt to beat Phileas Fogg, in Jules Verne's "Around the World in Eighty Days." She saved several days off the time of that fictional trip, returning to New York in just over 72 days.

At the age of 30, Elizabeth Cochran, now famous worldwide as Nellie Bly, married an industrialist 40 years older than she. When he died, she ran his business until it failed, then returned to reporting for the *New York Journal*. Nellie died at the age of 57, in 1922, having contracted pneumonia.

Nellie Bly spent most of her adult life working and writing on behalf of those who could not fend for themselves, and devoted a good deal of time in her last years finding homes for children who had been abandoned. She was one among many journalists who fought corruption and championed the less fortunate using the pen as a catalyst for change and progress.

Fredeen, C. (2000). *Daredevil Reporter*. Minneapolis, MN: Lerner.

RAFT Choices - Muckrackers

Role	Audience	Format	Topic
President Teddy Roosevelt	His wife, Eleanor Roosevelt	Conversation	Why I signed the Meat Inspection Act
Italian Immigrant	An uncle in Italy	Friendly Letter	What are struggles you are facing in America
Illustrator	Residents of a company town	Political Cartoon	Why townspeople should join a Union?
11 year old girl	Writing in a personal diary	Diary entry of at least 8 sentences	What are my daily life events working in a milk factory?
African American Artist	American Citizens	Song/Poem/Picture	What is the value of a black life?

ABC Story

TOPIC: _____

A _____ **N** _____

B _____ **O** _____

C _____ **P** _____

D _____ **Q** _____

E _____ **R** _____

F _____ **S** _____

G _____ **T** _____

H _____ **U** _____

I _____ **V** _____

J _____ **W** _____

K _____ **X** _____

L _____ **Y** _____

M _____ **Z** _____

Power 1

1800's

Venn Diagram

Power 1

1920's

Similarities
(Power 3s and 4s)

Categories
(Power 2s)

1. Media and Communications
2. Religion
3. Women
4. Immigration
5. Law and Order

- 1.
- 2.
- 3.
- 4.
- 5.

- 1.
- 2.
- 3.
- 4.
- 5.

Differences
(Power 3s and 4s)

Differences
(Power 3s and 4s)

Conclusion

ABC Story

TOPIC: _____

A _____ **N** _____

B _____ **O** _____

C _____ **P** _____

D _____ **Q** _____

E _____ **R** _____

F _____ **S** _____

G _____ **T** _____

H _____ **U** _____

I _____ **V** _____

J _____ **W** _____

K _____ **X** _____

L _____ **Y** _____

M _____ **Z** _____

RAFT Choices – 1920's

Please choose one of the assignments below and answer one of the following essential questions:

- 1) Why did the U.S. become involved in World War I?
- 2) How did radio, movies, newspapers, and magazines promote challenges to traditional values?

Role	Audience	Format	Topic
Sacco and Vanzetti	American Congress	Letter (3 paragraph)	Why we should be free?
Flapper	American Housewives	Magazine Cover	What is my swag?
Prohibition Gangster	Gangster Friends	Diary Entry (3 paragraph, must use 1920's slang)	What does my life consist of on a daily basis?
Magazine Editor	American Consumers	Magazine Cover	What new technology can I buy on credit?
Muckraker	American Citizens	Song/Poem/Letter	What is the value of a black life?
President Woodrow Wilson	American Congress	Speech	Why the US should join the Allied Powers in WWI?

Role of the Writer - Who are you as the writer? Are you the president of the United States? A soldier? A business owner? An auto mechanic? A journalist?

Audience - To whom are you writing? Is your audience the American people? A friend? Your teacher? Readers of a newspaper? A local bank?

Format - What form will the writing take? Is it a letter? A classified ad? A speech? A poem?

Topic - What's the subject or the point of this piece? Is it to persuade a person to spare your life? To persuade someone to buy something? To call for stricter regulations on Congress?

Sojourner Truth (1797-1883): Ain't I A Woman?

Delivered 1851

Women's Convention, Akron, Ohio

Well, children, where there is so much racket there must be something out of kilter. I think that 'twixt the negroes of the South and the women at the North, all talking about rights, the white men will be in a fix pretty soon. But what's all this here talking about?

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain't I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain't I a woman? I could work as much and eat as much as a man - when I could get it - and bear the lash as well! And ain't I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother's grief, none but Jesus heard me! And ain't I a woman?

Then they talk about this thing in the head; what's this they call it? [member of audience whispers, "intellect"] That's it, honey. What's that got to do with women's rights or negroes' rights? If my cup won't hold but a pint, and yours holds a quart, wouldn't you be mean not to let me have my little half measure full?

Then that little man in black there, he says women can't have as much rights as men, 'cause Christ wasn't a woman! Where did your Christ come from? Where did your Christ come from? From God and a woman! Man had nothing to do with Him.

If the first woman God ever made was strong enough to turn the world upside down all alone, these women together ought to be able to turn it back, and get it right side up again! And now they is asking to do it, the men better let them.

Obliged to you for hearing me, and now old Sojourner ain't got nothing more to say.

S.O.A.P.S.

Document:

Reviewers

Subject

Think about the information the document conveys.

Form an overall impression and then examine individual items or specific parts.

1. What is the general topic?

2. What are three things the author said that you think are important?

Occasion and Audience

What type of document is it?

- | | | |
|--|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Poster | <input type="checkbox"/> Letter |
| <input type="checkbox"/> Advertisement | <input type="checkbox"/> Drawing | <input type="checkbox"/> Diary entry |
| <input type="checkbox"/> Leaflet | <input type="checkbox"/> Map | <input type="checkbox"/> Memorandum |
| <input type="checkbox"/> Flyer | <input type="checkbox"/> Photograph | <input type="checkbox"/> Legal record |
| <input type="checkbox"/> Speech | <input type="checkbox"/> Other | |

What are the unique physical qualities?

- ☐ Handwritten ☐ Typed ☐ Signature
☐ Picture, symbols ☐ Seal(s) ☐ Notations
☐ Letterhead ☐ Stamps ☐ Caption
☐ Official stamp: i.e., date, "RECEIVED," "PAID"
☐ Other _____

Support each answer with document evidence:

1. Who was the intended audience?

2. When was the document created or circulated?

Purpose

1. Why do you think this document was created?

2. What specific evidence in the document helps you know why it was created?

3. What does the document convey about life in the United States at the time it was created?

4. What questions does the document raise?

5. What questions do u have for the author of this document?

Speaker

Think about the occupation, gender, religion, nationality, and class of the creator of the document.

1. Who created the document? and how do you know?

2. What position or title did he or she hold? And how do you know?

3. What biases might he or she have? And how can these biases influence the document?

4. Whose voice is not represented in the document?

5. Why do you think that voice was left out?

RAFT Topics - _____

Role	Audience	Format	Topic

Role	Audience	Format	Topic
<ul style="list-style-type: none"> • Writer • Artist • Character • Scientist • Adventurer • Inventor • Juror • Judge • Historian • Reporter • Rebel • Therapist • journalist 	<ul style="list-style-type: none"> • self • peer group • government • parents • fictional character(s) • committee • jury • judge • activists • immortality • animals or objects 	<ul style="list-style-type: none"> • journal • editorial • brochure • booklet • interview • video • song lyric • cartoon • game • primary document • critique • biographical sketch • newspaper article 	<ul style="list-style-type: none"> • issue relevant to the text or time period • topic of personal interest or concern for the role or audience • topic related to an essential

How Can I Do It?

Step One: Explain to the students how all writers have to consider various aspects before every writing assignment including role, audience, format, and topic. Tell them that they are going to structure their writing around these elements. (It may be helpful to display the elements on chart paper or a bulletin board for future reference.)

Step Two: Display a completed RAFTs example on the overhead, and discuss the key elements as a class.

Step Three: Then, demonstrate, model, and “think aloud” another sample RAFT exercise with the aid of the class. Brainstorm additional topic ideas, and write down the suggestions listing roles, audiences, formats, and strong verbs associated with each topic.

Step Four: Assign students to small, heterogeneous groups of four or five or pairs and have them “put their heads together” to write about a chosen topic with one RAFTs assignment between them. You may prefer to do this with pairs or even individually, depending on your class.

Step Five: Circulate among the groups/students to provide assistance as needed. Then have the groups/students share their completed assignments with the class.

Step Six: After students become more proficient in developing this style of writing, have them generate RAFTs assignments of their own based on current topics studied in class.

How Can I Adapt It?

- This strategy is great for differentiation; teachers and students can develop any number of possible RAFTs based on the same text/concept that can be adjusted for skill level and rigor

Circle words or phrases that seem to be connected in some way, drawing lines connecting them on the sheets of paper.

Jules Verne

Blackwell's Island

Elizabeth Cochran

Gobs of yellow fat

HEADSTRONG

Western Pennsylvania

80 days

Rejected

Pen name

Record broken

New York World

DETERMINATION

Reporter

Women's rights

DOWNTRODDEN

JOSEPH PULITZER

Appalling conditions

Lunatic asylum

Stale bread

Crusader

OUTRAGED PUBLIC

NELLIE BLY

SENSATIONAL STORY

PHILEAS FOG

72 DAYS

ICE COLD BATHS

Managing editor